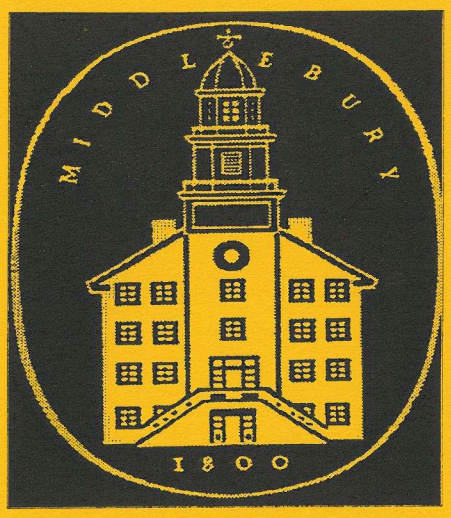

The Sophomore Integrated Studies Program: Toward Coherence in Liberal Arts Education

Report of the Ad Hoc Committee on Curriculum

Middlebury College

May 6, 1999

The Sophomore Integrated Studies Program: Toward Greater Coherence in Liberal Arts Education

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May 6, 1999

Educators have lost sight of the purpose of a liberal education -- to foster the values of freedom and growth in students and, ultimately, to produce good human beings. Students' educational success should be a measure of how well they listen, read, write, solve problems, empathize with others, and participate in their communities, not how many credits they accumulate. All the required courses in the world will fail to give us a liberal education if, in the act of requiring them, we forget that their purpose is to nurture freedom and growth.

-- William Cronon, a professor of history, geography, and environmental studies at the University of Wisconsin at Madison

1. A Context for Continuing Curricular Change

The Ad Hoc Committee on Curriculum was constituted in April 1998 by Eric Davis, Secretary of the College and Robert Schine, Dean of the Faculty, acting as co-chairmen of the Educational Affairs Committee. This step continued an evolving process of reviewing Middlebury's general curriculum and distribution requirements.

The Faculty's interest in these broad issues had been particularly intense in the preceding two years. Consideration of the general education component of our curriculum had taken place in several forums: the EAC itself, the EAC's meetings with the Divisions, the Faculty Reading Group, the Ad Hoc Committee on Experimental Curriculum appointed a year earlier by Dean Schine, and the Self-Study Committee for the First-Year Seminar and College Writing Programs. In turn, the work of these groups can be seen as building on the work of previous faculty committees, including the 1995 Committee on Excellence and the 1985 Special Committee on the Curriculum.

The Ad Hoc Committee on Curriculum was charged to:

1. develop a proposal for the sophomore year, should it deem such a program advisable;

2. determine how such a proposal would relate to our curriculum as it now exists;

3. make recommendations to the EAC for areas in our curriculum that it should examine in the future, in the light of the principal objectives of an undergraduate liberal arts education at Middlebury College.

Further, we were asked to consider: whether the sophomore year could benefit from rethinking and from new energy and resources; how a

sophomore year program might link to and build upon the First-Year Seminar Program; how sophomore advising might be improved in the transitional period between the First-Year Seminar program and declaring a major; how, if at all, the College Writing courses would fit into a program; and whether our current curriculum enables students to make connections across the disciplines.

In the 1970s, the Middlebury Faculty began a series of efforts to re-examine fundamental questions about what ought properly to constitute a liberal arts education. After the period of experimentation and change in the 1960s, the curriculum moved toward restructuring in a series of incremental steps; we summarize the most significant among these in a table.

The Middlebury curriculum includes interdisciplinary programs in which faculty members from different academic areas work collaboratively. These programs seek to cross the boundaries of departments, disciplines, and academic divisions. The interdisciplinary programs are Environmental Studies, International Studies, and Women's Studies. Literary Studies draws courses and faculty across two divisions. (The Literature Program (LI101) involves team-teaching and collaboration within a single discipline.) Together these diverse majors may be seen as contributing to a tradition of collaborative and interdisciplinary teaching at Middlebury. The present proposal challenges us to bring this kind of innovative teaching and learning into general education.

Curricular Changes in General Education Requirements at Middlebury College: 1973-1998

1973 Report of the Special Committee on the College

1975 Foundations courses introduced

1975 Concentration required in area different from major

1985 Report of The Special Committee on the Curriculum

1988 Introduction of First-Year Seminar Program
(Faculty vote in Spring 1987)

1988 Introduction of College Writing Requirement in context of writing across the curriculum (Faculty vote in Spring 1987)

1988 Foundations courses replaced by required distribution of two courses in each of the four academic divisions (Faculty vote in Spring 1988)

1993 Distribution requirement changed to at least one course in seven of eight curricular areas

1994 Required concentrations replaced by optional minor

1994 Cultures and Civilization Requirements: U.S., European, and Other

(The last three changes were approved by the Faculty in the 1992-93 academic year, to take effect beginning with the Class of 1997.)

Note: The year reported for new curriculum is the year in which the change first appeared in the College Handbook as a requirement.

2. Educational Values and Goals

The 1998-99 Middlebury General Catalog presents the following statement:

The liberal arts education offered by the College is designed to enable students to lead rewarding lives of ongoing intellectual and spiritual growth and to prepare them to meet the challenges of responsible citizenship in a complex and changing world.

We have as an ideal the kind of person a Middlebury education should help to make: a person who can think logically; who can write and speak with accuracy, clarity, style, and an individual voice; who can appreciate the visual and performing arts and participate in their creation; who can reason with numbers and symbols and apply rigorous techniques of analysis in seeking answers; who can read -- critically and imaginatively; who can make intelligent value judgments; who has an informed sense of the varied, eventful path humanity has taken to reach the present; who is aware that the frontiers of knowledge are always shifting and changing; who understands the principles and methods of the natural sciences and knows what it is to experience the excitement of scientific discovery; who has a sense of the interaction between people and society in the United States and in other countries; who has an understanding of the interāction between humans and the environment; who is mindful of the responsibilities present generations have to future generations and of the need for long-term thinking; who can understand, read, and speak a foreign language and thereby has the access to foreign cultures that only proficiency can bring; who knows how to discipline the body, as well as the mind.

-- Middlebury General Catalog 1998-99, page 1

The following phrases also appear in the current catalog:

Balance between breadth and depth
Preparation for an uncertain future; facing new challenges
Exposure to a variety of intellectual areas and modes of inquiry
Self-sufficiency as a learner; prepared to be a lifelong learner

Like most members of the Middlebury faculty, we on the Ad Hoc Committee on Curriculum remain committed to these broad educational goals. To them, we propose an additional goal for the general education program at Middlebury:

To invite students to appreciate and experience the <u>connections</u> as well as the contrasts among the diverse areas of learning and inquiry

Last year's Committee on Experimental Education offered a proposal that sought to respond to this goal, especially in the sciences and humanities. It proposed an interdisciplinary program linking these two areas. The informal Faculty Reading Group has held monthly meetings since January 1998, with stimulating discussions of many broad issues raised by our readings in diverse subject areas. Its experience provides evidence that colleagues from diverse areas can join together to engage important issues, profit from each other's insights, and have fun in the process.

The goal of greater coherence in the general education curriculum need not lead to interdisciplinary courses. Rather it could lead to parallel disciplinary courses that address important issues; or it might suggest courses in which the different study components reside within traditional disciplines.

Sometimes, connections may mean integration and synthesis across intellectual areas. However, contrasts among the disciplinary approaches -- confrontation and arguments among faculty members -- can also be exciting and instructive for students (and for faculty, too). Clashes of ideas can lead to deeper learning. Synthesis and integration may not always be attainable goals; but a conscious awareness of contrasting approaches to knowledge -- modes of thought -- can bring benefits to liberal learning. Thus the term connections can convey something more general than integration or interdisciplinary study; it also readily accommodates making connections that draw sharp contrasts and stimulate intellectual confrontation.

The proposal of the Ad Hoc Committee on Curriculum has been conceived and developed with the goals of greater coherence and connections at its center. We strive to move beyond a context where students may view their distribution as a collection of 7 (or 10) isolated courses in separate and discrete areas. We want them to see academic distribution as a coherent and connected whole.

3. The Work of the Ad Hoc Committee on Curriculum

Our group first assembled in May 1998, and we began a long process of assembling information, reviewing earlier reports relating to our work, and defining more clearly the scope and the boundaries for our agenda. From May 1998 through April 1999 the Ad Hoc Committee met approximately 24 times. In addition we met 5 times with the Educational Affairs Committee, and our work was an agenda item for the EAC at 5 additional meetings.

Three of our faculty members are also members of the EAC, so communication between the two groups was easy.

We assembled information from many sources. At an early meeting, we met with members of the (1998) Ad Hoc Committee on the Experimental Curriculum. We met on three occasions with colleagues who were involved in the review of the First-Year Seminar Program and the College Writing Program; Kathy Skubikowski (Director of the Writing Program), Mary Ellen Bertolini (Acting Director of the Writing Program), and Jean Simmons (Reference Librarian) were all generous in providing information and advice. We met with Gary Margolis (Director of Counseling and Human Relations), Kathy Ebner (Director of Residential Life), and Ann Craig Hanson (Dean of Students) to reflect on the developmental stages of sophomores, and to explore their special needs. We met with Michael Schoenfeld, Dean of Enrollment Planning, and John Hanson, Director of Admissions. We were further assisted in our work by Eric Davis and Ann Hanson who provided us with relevant background information and data. We were in touch with colleagues who are leading the development of the Enhanced Residential Commons: Kathy Ebner, Ann Hanson, and Tim Spears (Professor of American Literature).

We tried to maintain an ongoing dialogue with many faculty colleagues throughout our work. Some of this contact occurred in causal conversations, e-mail exchanges, and telephone calls. We circulated ideas and exploratory drafts to subgroups of the Faculty and invited their reactions and advice. In November we held three lunch meetings for colleagues at Redfield Proctor, where we were guests of the Dean of the Faculty. Over 40 colleagues participated, and the advice and ideas they generated were summarized, circulated to all our committee members, and became the basis for subsequent discussions at committee meetings. In December, our work

was an agenda item for the regular meeting of Department Chairs and Program Directors; we held a second meeting with that group in March.

Several additional staff members (including some who are College alumni/ae) have shared their views with us.

Our information gathering was not limited to the College community. In the summer we wrote to a number of colleges which we believed might have programs related to some aspects of our own agenda. We also gathered relevant materials about programs of other colleges from their web pages. Our files include information about specific programs at Bryn Mawr, Hamilton, Stanford, St. Olaf, Union, Williams, and Yale.

We presented an interim draft report to the Educational Affairs Committee on the last day of Winter Term, January 29. However, our work continued as we and the EAC collaborated in revising and clarifying the report. The two groups held three open meetings in February and March, and they held an additional meeting with department chairs and program directors in early March. These processes led to several changes in our recommendations. On March 15, the two committees formally placed a motion proposing a four-course Integrated Studies Program on the Faculty's agenda.

We met with members of the six academic divisions during the week of March 29; the convenors of the divisions reported on those meetings at the April 5 Faculty meeting. John Elder outlined the proposals that a team of six colleagues had developed as a potential implementation of the Integrated Studies Curriculum. The reports and discussions at the April Faculty meeting confirmed our growing sense that, although many of our colleagues shared key parts of our broad educational vision, for many complex reasons the Faculty was uncomfortable with the practical challenges presented by our four-course/six-member-team Integrated Studies Proposal (see Appendix).

We reconvened weekly during April and sought to modify our recommendations in ways that would respond to the advice we had received from colleagues. We aimed to preserve the coherence and integrated aspects of the proposal, while creating a more modest plan that would be simpler, easier to implement, and focused more directly on the Sophomore year.

In the course of our work since last summer, we have considered five alternative curricular structures for lending greater coherence to Middlebury's general education curriculum. Three proposals addressed the sophomore year exclusively, and one, which originated with our student members, paired sophomore seminars with the existing first-year seminars. We are recommending a Sophomore Integrated Studies program consisting of up to three year-long sophomore courses designed to combine study of the sciences and quantitative areas with humanistic and artistic studies. We refer to this proposal as the **Sophomore Integrated Studies Program**.

4. A Sophomore Integrated Studies Program

The **Sophomore Integrated Studies Program** would offer up to three year-long courses for sophomores and for second-semester Febs. These team-taught courses would integrate either two or three areas of study. One of these areas would come from scientific, empirical, and quantitative disciplines, and a second area would always represent the humanistic, artistic, historical/cultural disciplines. (A third area could be chosen without constraint, although we hope that it would add further breadth to the course contents.) Each Integrated Studies course would serve 30 or 45 students, thus preserving a 15:1 student-to-faculty ratio.

In its structure and content, our revised proposal calls for:

- Team-taught, year-long courses involving both scientific and humanistic approaches to learning;
- Significant experience in each area of study;
- Significant integration of the areas of study;
- Extensive writing across and within the disciplines;
- Student/faculty ratio of 15:1;
- Teams comprised of two or three faculty members;
- Two (or three) distribution credits;
- One cultures credit, if proposed by faculty and approved by the Curriculum Committee;
- Review of course proposals by the Curriculum Committee

An Integrated Studies course would be conceived and designed to meet several of our present requirements for general education. In particular, it would incorporate substantial writing and revision throughout the year, so that it would meet the College Writing requirement. The faculty members

would make a self-conscious effort to explore the defining methods and modes or inquiry of their academic disciplines; they would seek to achieve coherence, make connections, and strike contrasts between the disciplinary approaches. Thus the year-long course would contribute two (and possibly three) units toward our distribution requirements. Depending on the curricular areas represented, the course could also treat cultures in a self-conscious way so that one of the three Cultures requirements could also be met.

The design of the courses in the **Sophomore Integrated Studies Program** should allow for both learning and analysis, that is, for both content and method. It may move from the specific to the general or from the general to the specific. It should allow students to develop concrete knowledge of the topic(s) addressed and to learn how to assess that knowledge. The courses would provide a self-conscious treatment of the primary methods of inquiry in the disciplines represented. For example, there might be an historical component so that students would become aware of changing approaches and contexts for work in each discipline.

An Integrated Studies course should seek to develop students' skills in critical reading, cogent thinking, and clear speaking. It should also seek to foster both individual responsibility and initiative, and the skills needed for effective collaborative work. Finally, it should promote creativity in approaching unresolved problems in the study of the topics treated in the course.

By participating in the parts of the course taught by one or more colleagues in another area, Faculty members would provide students with good models for learning.

5. THE SOPHOMORE INTEGRATED STUDIES PROGRAM: A Sophomore Program in General Education

Educational Goals

Engage scientific and humanistic learning in a unified setting
Contribute to evolving a community of learning
Encourage a more integrated approach to general education
Make connections and contrasts across two or three areas of inquiry
Develop contrasting approaches to knowledge and reasoning
Support continued development of writing styles and voices

Curriculum Content

Introduce and explore at least one major area following from each of two broad intellectual categories:

Category A. Scientific, empirical, quantitative, deductive

- the scientific method and changing perceptions of the physical world
- deductive reasoning and quantitative analysis
- empirical social analysis

Category B. Humanistic, literary, artistic, historical, cultural

- artistic and literary expression
- diversity in religious and philosophical views of human experience
- major events and movements in world history
- the analysis and comparison of world cultures and civilizations

Additional Assumptions and Goals

Team teaching across two or three disciplinary areas
Year-long course may be broken into smaller units
Generous credit toward distribution
15-to-1 faculty-to-student ratio
Faculty contact with, and participation in, a contrasting intellectual area
Flexibility for faculty in developing a sophomore course
Support for faculty planning and preparation
When requested, adjustment of leave schedule to permit participation
Each faculty member engaged in each academic area in the program
Potential connections to scheduled events in the College community
Use of Commons to support programming and social interaction

Examples of Topics Suggested by Colleagues

I. Ways of Knowing: Faith and Empiricism (Religion and Science)
II. Revolutions and Intellectual Change (Science and History)
III. Cosmic Views of the World (Religion, Philosophy, and Physics)
IV. The Meaning of Life (Biology and Philosophy)
V. Creation and Creativity (Physics, Religion, and Performing Arts)
VI. Infinity and the Imagination (Science, Math, and Literature)
VII. Linguistic Territory (Geography and Language)

Organization of Experimental Sophomore Integrated Studies Program

Time frame and credit
- 2-semester sequence, sophomore year -- a year-long course
- 2 course credits
- multiple course segments of varying length, within and across semesters

Number of faculty
- 2 or 3 per sophomore course with up to three courses; two-semester involvement
- all interested faculty invited to participate

Faculty teaching load
- half-time commitment for the year, plus advance preparation time in summer

Teaching modes
- flexible: team-taught, individually taught, or tutorial
- determined by the faculty members; probably a combination of full-group and discussion
- guest lecturers may be invited to participate when appropriate
- different sophomore courses encouraged to collaborate and share resources
- successful course may be repeated in subsequent year

Number of students
- 30 or 45 sophomore students in each course, giving 15:1 student-to-faculty ratio
- up to three Integrated Studies sophomore courses each year
- program available to Febs

Contributions to distribution requirements
- college writing (substantial component, integrated throughout year)
- academic distribution for two or three of the eight curricular areas
- option of meeting one cultures requirement
- faculty propose distribution and cultures areas to Curriculum Committee

Support for departments and for participating faculty
- seek foundation support to replace FTEs committed to the program
- supplemental resources assigned to support continuing programs
- opportunities for summer support of development and preparation by faculty

Faculty contact
- weekly contact through class meetings with students
- close student contact throughout sophomore year, including transition to major
- supplements but does not replace the existing advising program

Introduction of program
- introduce integrated sophomore courses in Fall 2001
- experimental phase of program for first years: Fall 2001 - Spring 2004

Initial enrollment, adds, and drops
- course enrollment in MARS with preference to sophomores
- students not admitted after normal add-period of the Fall semester
- students who drop from program get course credit
  and receive partial distribution credit when recommended by their faculty

Program review
- a full review coordinated by Educational Affairs Committee in Fall 2003
- faculty vote on whether to continue program beyond Spring 2004

6. Details and Practical Issues: Questions and Responses

A proposal for curricular change inevitably leads to practical concerns about the implementation and the potential impact on the Faculty's teaching and students' academic programs. For clarity and directness, we have framed many of these topics as questions and we offer a brief response to each.

1. What is the educational rationale for a Sophomore Integrated Studies Program?

The proposed program has a goal of providing students with opportunities to compare and contrast individual disciplines and their approaches to the pursuit of knowledge. Because we are limiting the number of faculty in each course, we want to provide greater structure to the curricular component of the Sophomore Integrated Studies Program. Consequently, we propose that faculty teaching each course come from at least two distinctively different disciplines, and that they represent two broadly conceived categories of intellectual inquiry:

Category A -- **Scientific, empirical, quantitative, and/or deductive**
Category B -- **Humanistic, literary, artistic, historical, and/or cultural.**

For most disciplines, placement in one of these two categories will be obvious; in a few instances, however, placement will depend on the branch of the discipline to which a particular faculty member belongs. Faculty proposing an Integrated Studies course should keep the goals of the program in mind when designing a course, since the Curriculum Committee will evaluate proposals based on these goals. Proposals conceived too narrowly or without sufficient attention to both scientific and humanistic methods of inquiry will not be accepted in the Sophomore Integrated Studies Program, although the Curriculum Committee could support them as team-taught courses in the general curriculum.

If a third faculty member participates in an Integrated Studies course, the area of expertise may be in either of the two categories. He or she should represent a discipline separate from the ones covered by the other two faculty, however, so that the course can achieve greater breadth.

2. Does offering this proposal imply that there is something "wrong" with our existing program for distribution?

We have not approached our task with the belief that something was "wrong," but that we should always be stretching ourselves to make what we do better. Thus, while our subcommittee generally supports the present general education requirements, we believe that a year-long course

taught by two or three colleagues in diverse curricular areas offers an exciting new educational opportunity for sophomores. We also believe that it can strengthen our sophomore program by: encouraging sustained student-faculty contact with a favorable student-faculty ratio; providing a year-long experience in developing writing skills in contrasting disciplines; and by encouraging the development of intellectual community among students and faculty that can extend beyond the classrooms. One strength of any course in the Sophomore Integrated Studies Program is that it will be conceived and designed by colleagues in part for the purpose of meeting distribution.

3. What must a student who takes an Integrated Studies course do to fulfill distribution requirements?

Students taking an Integrated Studies course will satisfy distribution in the same way that students do now. The Integrated Studies course will contribute to our various curricular requirements. A typical course would contribute two units to distribution and also satisfy the College Writing requirement. Some courses could meet a third distribution requirement or a cultures and civilizations requirement. The appropriate distribution categories and cultures categories will be proposed by the faculty members and approved by the Curriculum Committee.

4. How will an Integrated Studies course incorporate writing and the College Writing (CW) requirement?

Writing will be emphasized throughout the year (two full-semester courses) in a way that incorporates all aspects of a College Writing (CW) course. Students who elect this course will get as much instruction and practice in writing and revision as do students who take a CW course. Writing instruction, with adequate provision for feedback and revision, will be an integral part of an Integrated Studies course. The amount of student writing expected, the attention to both informal and formal writing, the use of writing to develop students' analytical and persuasive powers, and the use of revision will match or exceed that described in the current Guidelines for Writing Intensive Courses. In addition, students will develop their writing styles in two diverse areas of the curriculum. A substantial written research paper could be incorporated in the second semester, and it could well be a "culminating experience" in an Integrated Studies course.

The writing component of an Integrated Studies course will help prepare students for their future needs in this important area. In particular, students should gradually gain the capacity to become self-sufficient learners by: acquiring research skills; learning ways to locate resource materials; learning to discriminate among multiple sources as they identify those most relevant to their goals; and developing needed skills for synthesis and

integration of new knowledge. We believe that incorporating writing across the full-year course will substantially enhance the writing skills of students enrolled in an Integrated Studies course.

5. Which departments, academic divisions, and Faculty members can participate in the Sophomore Integrated Studies curriculum?

The proposal defines two curricular categories in broad and inclusive ways. One category includes areas of inquiry whose methods are scientific, empirical, quantitative, and/or deductive. The other category includes areas that are humanistic, artistic, historical, and/or cultural in their perspectives. We believe that any faculty member in any discipline taught at Middlebury who wants to participate in team teaching can contribute to one of these broad areas. The proposal does not exclude any colleague or any academic area from contributing to the Sophomore Integrated Studies Program.

Faculty members and their departments can decide which of the two broad areas best fits the proposed contribution of a particular individual to an Integrated Studies course. We do not rule out a possibility that in some academic departments two colleagues might contribute to different areas; for example, this could happen with some departments in the social sciences or in the philosophy department.

We are aware that the Sophomore Integrated Studies Program may not seem an attractive option to all faculty and students. We believe, however, that many will want to avail themselves of the opportunity to engage in this kind of integrated teaching and study. Furthermore, because this program demands significantly less time than our earlier proposal and allows faculty to work more within their areas of specialty, we have recommended opening the experiment to <u>all interested faculty</u> and not just the tenured faculty.

6. Approximately how many Integrated Studies courses would be offered each year? What are the program's long-range prospects?

For the period of the experiment, we propose no more than three Integrated Study courses per year. If the experiment is deemed successful, we anticipate that this number will remain constant and that, as a consequence, the program would be an option for a maximum of 9 faculty and 135 students each year. If, as seems more likely, the faculty teams have two members, then three courses would serve 90 sophomores.

Should the faculty/student ratio be reduced at some time in the future, the faculty could decide to expand the Sophomore Integrated Studies Program. We do not anticipate an expansion of the program without significant additions to the size of the faculty.

7. How will courses in the Sophomore Integrated Studies Program be proposed, approved, and staffed?

If the experimental Sophomore Integrated Studies Program is adopted, the Educational Affairs Committee and the Dean of the Faculty will invite proposals from the Faculty. Once the proposals are approved by the Curriculum Committee, the EAC and the Dean of the Faculty will work with individual Department Chairs to determine how the Department's offerings will be affected and what steps should be taken to address departmental needs.

8. Will participation in this program hurt academic departments in their meeting the needs of their own programs and majors?

From early in our work, we have shared the concerns of our colleagues about this matter. We believe that the present modest proposal better responds to these concerns than did the previous more comprehensive Integrated Studies proposal.

The academic administration understands these concerns and supports our desire to find added resources so that the Integrated Studies courses will not "come out of the hides" of existing departmental programs. They also recognize the need to be flexible in staffing this and other college-wide programs. They share our belief that the Sophomore Integrated Studies curriculum may appeal to foundations which can be asked to provide incremental resources.

The College is ready to help in this regard as well. We have discussed with the Academic Administration the need to add FTEs to compensate for teaching resources used to offer Integrated Studies courses. Even in the absence of foundation support, the College is willing to contribute up to 1 1/2 FTEs each year to support the Faculty's contributions to the experimental program. Such use of Faculty resources was recommended by the Teaching Resources Committee in its response to recommendations of the 1995 Task Force on Excellence.

We note that <u>each</u> Integrated Studies course will reduce by two (or three when there are 45 students) the numbers of other CW courses needed. Further, because students will enroll in the same total number of courses, those students in Integrated Studies courses are sophomores who will not be in other general-education courses. These changes also help to compensate somewhat for the added teaching demands made by the new courses.

Because the new course are proposed as substantive sophomore-level courses, we assume that faculty members may well design some of the courses so that they may receive credit toward majors. Thus Integrated

Studies courses need not always compete with departmental courses for faculty resources.

Finally, we note that over the past decade the College has successfully implemented an effective first-year seminar program without undermining the quality of our departmental programs. The evolution of the seminar program serves as a positive model for how curricular change can occur.

9. Will the program eventually become a part of distribution requirements for all sophomores?

The Sophomore Integrated Studies Program, as proposed, could serve up to 20% of the sophomore class. If the experiment is deemed successful and continued after 2004, we assume that this number will remain fixed. If the student/faculty ratio were reduced at some time in the future, the faculty could decide to expand the Sophomore Integrated Studies Program to include all students in their sophomore year. We do not anticipate this expansion, however, without significant additions to the size of the faculty.

10. Will there be connections or contact among the courses offered in the program in a given year?

Although the disciplines in the various Integrated Studies courses will differ, there will likely be overlap in some of them. Where such common interests arise, we encourage but do not mandate collaboration in the development of the courses. We believe it would strengthen the program if the faculty were to plan guest lectures, concerts, and other events for all participants in the Program. Such collaboration would enhance the communal aspects of learning and help create an atmosphere more conducive to intellectual exploration.

11. How will members of the faculty teams prepare themselves for teaching in this interdisciplinary program? What other courses will they teach?

We recommend that faculty development funds be designated to support colleagues as they prepare themselves to participate fully in teaching the Sophomore Integrated Studies curriculum. Specific arrangements for faculty support may vary with the particular course and the circumstances of the individuals; but in all instances, adequate time for advance planning is needed. We anticipate that colleagues teaching in the Sophomore Integrated Studies Program would normally have a second course preparation each term.

12. What policy governs enrollments and course adds and drops during the program? How will distribution credit be awarded if a student leaves the program after the first semester?

In the initial MARS round of registration, only sophomores will be admitted to the course. When there is a second round of registration, sophomores will continue to have preference, but juniors and seniors could also enroll when space permits.

The integrated nature of an Integrated Studies course means that students may not enter it after the first two weeks in the first semester of the year-long course.

We expect that students who elect an Integrated Studies course will complete it, but we know we must make provision for those who do not. When a student successfully completes the first semester, the student receives one course credit. The student will not have met the College Writing requirement. However, a student who withdraws after one semester may be credited with meeting one College distribution requirement only when the Faculty members recommend to the Administration Committee that specific credit toward distribution be awarded.

13. How will we schedule the Integrated Studies course?

Careful thought is needed in addressing scheduling, especially for the second semester. If the program schedule conflicts with large single-section courses (examples: History, Biology, Chemistry, and Physics) or intensive language courses, these students could decide that they need to drop the program. Integrated Studies faculty should work with the scheduling office to consider and address these realities.

Scheduling issues should be largely decided by the teachers, and we believe they should have flexibility in doing this. One course might choose Tuesday-Thursday lectures at 3:00 and a weekly discussion section at noon over lunch. Another course might elect to have a single large-group lecture on Monday evening, and two weekly meetings in sections of size 15.

Faculty members participating in the course may divide the course into units of varying duration (across the Fall and Spring terms).

Growing out of a Sophomore Integrated Studies course, a faculty member could propose a related Winter Term course. For example, such a Winter Term course might include off-campus study, or it might relate to a Winter Term college-wide symposium. The Winter term course would necessarily be an <u>option</u> for students in the Integrated Studies program, so that students are free during January for language study, internships, and other courses.

14. How will the Sophomore Integrated Studies Program affect academic advising, an acknowledged strength of the First-Year Seminar Program?

The Sophomore Integrated Studies Program will not formally change our present system of academic advising. It will, however, offer enriched opportunities for faculty contact with students in the program throughout their sophomore year. Close contact of two or three faculty members with their students will assist students in making a smooth transition to a major.

15. As the Enhanced Residential Commons evolve, how can the Sophomore Integrated Studies Program benefit from opportunities afforded by the Commons?

The Residential Commons seeks to break down walls between our academic programs and other aspects of the residential/social experiences of our students. We believe that the Sophomore Integrated Studies Program will also contribute in innovative ways to these goals. We do not, however, envision a formal relationship between the Sophomore Integrated Studies program and the Residential Commons.

The Commons can provide an attractive and convenient setting for Integrated Studies courses to hold informal meetings over lunch as well as formal seminars and class meetings. Relaxed occasions that bring students, their teachers, and others together are likely to happen more often because the Commons setting easily supports them. The Commons can provide opportunities for extra-curricular gatherings -- whether social, cultural, intellectual, or (more likely) a combination of these.

16. When and how will the Sophomore Integrated Studies Program be evaluated?

The program will begin in Fall 2001, and its trial phase would extend through Spring 2004. A formal review of the program will take place following two full years of experience with Sophomore Integrated Studies. In Fall 2003, the Faculty will determine whether and (if so) how to continue the Integrated Studies Program.

The Educational Affairs Committee is responsible for conducting the review or developing a process (perhaps a review subcommittee) to address this task. The criteria for the evaluation and its specific components will be determined at that future time, but in some ways the process might parallel last year's review of the First-Year Seminar Program and the College Writing Program.

A review of the Sophomore Integrated Studies Program could have several components. A sample of students enrolled in an Integrated Studies course might be interviewed in May, since many will be studying abroad in their junior year. Faculty views and assessments should be gathered in August or early in the Fall of 2003. A report and recommendations should reach the Faculty by November, 2003, and formal consideration by the faculty would follow.

7. Proposals Needing a Faculty Vote

Motion for the May 10 Faculty Meeting

The Ad Hoc Committee on Curriculum and the Educational Affairs Committee move that:

I. The Faculty supports the implementation of the Sophomore Integrated Studies Program for the period from September 2001 through May 2004;

II. Sophomore Integrated Studies courses may be used to help fulfill curricular requirements in College Writing, general distribution, and (where appropriate) cultures and civilizations;

III. The Faculty mandates a review of the experimental Sophomore Integrated Studies Program, to be completed by Fall 2003. The Educational Affairs Committee is responsible for planning the review and for reporting the findings to the Faculty by no later than November 2003; and

IV. A proposal for the continuation of the Sophomore Integrated Studies Program beyond May 2004 will require the separate consideration by, and vote of, the Faculty.

Appendices

Appendix I. Areas of Distribution: Classes of 1998 and 2000

With assistance from Eric Davis, we reviewed data on enrollments in courses that meet distribution requirements in the eight areas of distribution. We summarize the findings below as percentages of total courses satisfying distribution taken by students in the Class of 1998 and the Class of 2000. A total of 8,068 of these courses had been taken members of the Class of 2000 by Summer, 1998, and 11,359 distribution courses had been taken by members of the Class of 1998 by their graduation last May.

Table 1. Percentages by Academic Area

	1998	2000
ART	14%	12%
DED	8%	12%
HIS	15%	13%
LIT	17%	15%
LNG	8%	9%
PHL	11%	11%
SCI	7%	10%
SOC	20%	18%
	100%	100%

We were pleased that the differences across the academic areas are not greater than those indicated. We caution, however, that these percentages derive from counting courses taken, and not from counting students who have visited an academic area at least one time.

In discussing just how an experimental option for meeting distribution would incorporate the Sophomore Integrated Studies Program, we asked what patterns current students use in fulfilling their distribution requirements. Students are required to take at least one course in each of seven out of eight academic areas. Thus students can elect to avoid one of eight areas altogether in their course selections. We asked which areas are avoided most often, and by what percentage of students.

Table 2. Numbers and percentages of students in the Class of 1999 who did NOT take at least one course in each of the eight distribution categories.

Category	# who haven't taken	% of Class of 1999 (N=550)
LIT	7	1.3
ART	25	3.6
PHL	31	5.6
HIS	16	2.9
SCI	58	10.5
DED	84	15.3
SOC	3	0.5
LNG	217	39.4

161 students (29.3% of the class) completed all 8 categories.

Amy Knapp, Student Records Analyst, compiled this information.

Appendix II. Student Attrition

Middlebury student attrition, like attrition at our peer liberal arts colleges, is relatively small. The Ad Hoc Committee wondered how much attrition takes place in the sophomore year. Dean Hanson provided us with data from the mid-1990s (in a bar chart format not included here) that helps address this question.

Typically, from 15 to 17 sophomores leave Middlebury each year. The corresponding figure for first-year students is more variable but averages about 25 students. Only five or six students typically leave the college during their junior year.

Student attrition probably does not help make the case for a strengthened program in academic distribution or for a modified system of academic advising. We believe, however, that the close ties between the faculty team members and the students in the Sophomore Integrated Studies Program might help further reduce student attrition.

Appendix III. Class Size

First-Year Seminars ensure that every entering student at Middlebury takes at least one course with 15 or fewer students. We wondered whether most students are taking relatively large courses in their second semester and during the sophomore year. We have not seen statistics that address this question directly.

We obtained statistics about class size from years 1987-88, 1996-97, and 1997-98. The data show a dramatic reduction in the numbers of courses with

over 100 students; in 1997-98 there was only one course in this category. There was also a substantial reduction (by about half) in the numbers of students in courses with over 75 students. It is noteworthy that throughout the period of this study, over half of all courses taught at Middlebury enrolled 17 or fewer students.

The proposed Sophomore Integrated Studies Program ensures that the enrolled students belong to class sections of size 15 and have one faculty instructor per 15 students . The arrangement ensures that participating students are part of at least one small seminar group throughout their first sophomore year at Middlebury. However, the sections would probably also meet jointly each week for group presentations.

Appendix IV. Outline of Four-Course Program (April 5, 1999 proposal)

THE INTEGRATED STUDIES PROGRAM: An Experimental Program in General Education

Educational Goals

Provide a broad foundation for liberal learning
Present a coherent and integrated approach to general education
Make connections and contrasts among areas of inquiry
Develop varied approaches to knowledge and reasoning
Incorporate and integrate the writing program
Develop the capacity to function autonomously in one's learning

Curriculum Content

Introduce and explore:
- the analysis and comparison of world cultures and civilizations
- major events and movements in world history
- the scientific method and changing perceptions of the physical world
- artistic and literary expression
- diversity in religious and philosophical views of human experience
- deductive reasoning and analytical processes
- social analysis and political thought

Additional Assumptions and Goals

Team teaching across disciplinary areas
All six faculty fully engaged in material from all academic areas
Courses may be broken into smaller units
Generous credit toward distribution
15-to-1 faculty-to-student ratio throughout the program
Flexibility for faculty teams in developing program
Support for faculty planning and preparation
Adjustment of leave schedule to enable faculty participation
Faculty provide students with models for learning
Connections to scheduled events in the College community
Partial integration with the Enhanced Residential Commons
Increased sense of community among faculty members

Examples of Themes Suggested by Colleagues

I. Ways of Knowing (Logic, Empiricism, and Faith)
II. Science, Humanities, and History
III. Concepts of Community (family, town, nation-state, world)
IV. What it Means to be Human
V. Ethics and Values Across Time and Cultures
VI. Arts, Politics, and Society
VII. Cosmic Views of the World: Religion, Philosophy, and Physics
VIII. The Meaning of Life

Organization and Implementation of Integrated Studies Program

Time frame and credit

4-semester sequence, first 4 semesters
multiple course segments of varying length, within and across semesters
4 course credits

Introduction of program

experimental pilot versions in 2001-2003 and in 2002-2004
possibly a third iteration developed before the experimental programs begin

Teaching modes

determined by team; probably a combination of full-group and discussion
flexible: team-taught, individually taught, or tutorial
guest lecturers may be invited to participate when appropriate

Number of faculty

6 per sequence; 2-year involvement

Faculty teaching load

half-time for 2 years, plus advance preparation time

Number of students

90 first-year students
initial pre-enrollment of up to 110 students to accommodate natural attrition

New distribution model built around the Integrated Studies Program (6-course requirement)

- first-year seminar
- college writing
- the cultures requirements
- academic distribution for most areas of inquiry
- each proposal specifies academic areas least represented in the program
  -- foreign language study is always one of these areas
- students satisfy distribution in at least two of these areas; student choice is retained
  -- examples: foreign language, the arts, and U.S. cultures
  foreign language, deductive reasoning , and European cultures
- students may not choose to omit study of non-Western cultures

Support for departments and for participating faculty

seek foundation support to replace 3+ FTEs per iteration of the program
supplemental resources assigned to support continuing programs
opportunities for development and preparation for participating faculty

Advising

continuous for two years, including transition to major
teacher of section in Fall of the first year remains the student's adviser

Initial enrollment, adds, and drops

new matriculated students may elect new program by early July
student selection, where needed, by stratified random selection
students not admitted after normal add-period of their first semester
students who drop from program get course credit(s)
but receive partial distribution credit only on team recommendation

Program review

initial review coordinated by EAC in March 2002
formal review after Spring 2003

April 5, 1999

Appendix V. General Curriculum at Other Institutions

Material for this Appendix is drawn (edited freely, and sometimes copied verbatim) from the web pages and other publications of the colleges and universities cited. The list of institutions is clearly not comprehensive; rather it represents a collection of colleges and universities whose programs helped inform our own work at its early stages.

Stanford University

Sophomore Dialogues and Seminars. Sophomores study with senior faculty in small-group (10-12 students in Seminars or 4-5 students in "Dialogues") setting. Add-on teaching load for faculty who receive an honorarium for teaching the course. Stanford has offered 125 of these in a year. Recently they were combined with a larger program of Freshman Seminars.

Sophomore College is a residentially-based program of small courses given over 2 1/2 weeks in September, prior to start of fall quarter. All participants are housed together and the courses meet daily. Admission to Sophomore College is competitive. Faculty members receive an honorarium for their participation. In Fall 1998, Sophomore College had 27 classes with 12 students each, so around 324 students were served.

We have brochures for both Stanford programs.

St. Olaf College

St. Olaf requires foundation studies in five areas: Writing -- 5 courses; Foreign Language -- 3 or 4 courses; Oral Communication -- one course; Physical Activities -- 2 courses. They also have two-course sequences in six

different areas (e.g., multicultural studies) that are called Core Studies. It is unclear exactly what students are required to do, but it appears that they have to take all six sequences. A separate sequence in Ethical Issues and Normative Perspectives also appears to be required.

Union College

Union requires General Education Curriculum courses for all students. Required: 2-course history sequence; literature and civilization courses; mathematics (unspecified); sciences (unspecified) and social sciences (unspecified); certain number of courses from a "Writing Across the Curriculum" program.

Wellesley College

Wellesley has an interdisciplinary course in writing required of all entering students. At least 40 sections of the course are taught by faculty from all academic areas. All students must pass a basic quantitative literacy test, or do remedial work in this area. Students must also take a course in the analysis and interpretation of data in a scientific or social context and to provide an understanding of the statistics used in everyday life. This part of the quantitative reasoning requirement is satisfied by successfully completing a course designated as appropriate by the Committee on Curriculum and Instruction.

The distribution requirement obligates students to take three courses in each of three general areas of distribution: (1) languages, literature and the arts; (2) social sciences with religion, philosophy, and history; and (3) physical and biological sciences and mathematics In addition, students must elect one course that meets a broad multicultural requirement.

Reportedly, Wellesley had an interdisciplinary program which was discontinued.

Williams College

The distribution requirement at Williams falls into two parts.

(1) First, there is a divisional requirement designed to ensure that students take a diverse distribution of courses across the full range of the curriculum.

For the purposes of the divisional requirement, courses are grouped into three divisions: Division I, Languages and the Arts; Division II, Social Studies; and Division III, Science and Mathematics.

Students must complete at least three graded semester courses in each division. Two such courses in each division must be completed by the end of the sophomore year. No more than two of the courses used to satisfy the requirement may have the same course prefix.

(2) Second there is a requirement in peoples and cultures designed to ensure that all students graduate with at least some basic understanding of the cultural pluralism of American society and of the world at large. Each student must complete one graded semester course primarily concerned with: (a) the peoples and cultures of North America that trace their origins to Africa, Asia, Latin America, Oceania, or the Caribbean; Native American peoples and cultures; or, (b) the peoples and cultures of Africa, Asia, Latin America, Oceania, or the Caribbean. Although this course, which may be counted toward the divisional distribution requirement, may be completed any semester before graduation, students are urged to complete the course by the end of the sophomore year.

Yale University

Directed Studies

The Directed Studies program is for freshmen. It provides a common body of instruction for students in their first year by introducing them to fundamental works and ideas of the Western tradition viewed from the perspectives of several intellectual disciplines. The program in Directed Studies has a limited enrollment of around 125 freshmen each year.

Perspectives on Science

Perspectives on Science is a lecture and discussion course designed to supplement the standard academic program of a limited number of freshman students who have unusually strong backgrounds in science and mathematics. It aims to present a broader range of topics than is possible in other science courses and to expose students early to questions at the frontiers of various disciplines. It also aims to demonstrate the interdependence of the various fields of science and to raise issues of the relation between science and society.

Participants attend biweekly lectures that address major questions in science and provide close analysis of specific instances in which these questions arise. In the intervening weeks, groups of ten to fifteen students and two faculty participants from the science departments meet to discuss these topics more fully from an interdisciplinary perspective. Because it supplements an already demanding program, the amount of work required is about half that of a standard course, with one course credit awarded for satisfactory completion.

Enrollment is limited to about forty-five freshmen who, having applied, are selected on the basis of outstanding admissions records in mathematics and natural science.

Residential College Seminars

The Residential College Seminar program, instituted in 1968, is devoted to the development within the residential colleges of innovative courses that fall outside departmental structures and that are created by the joint initiative of students and members of the faculty who are fellows of the residential colleges.

Each year the development of a program of college seminars involves a broad range of students and members of the faculty. The program's roster includes about thirty-six courses each year, many of them interdisciplinary, an important proportion of them in the arts, and some enlisting instructors with unusual life experiences.

The faculty for the seminar program is drawn from many backgrounds. In addition to the faculty of Yale College, the program has also drawn extensively on the faculties of the Yale Medical School and of the Schools of Art, Drama, Forestry and Environmental Studies, Law, and Music. The program has also attracted some of the leading scholars of other academic institutions in the New York and New England areas. At the same time, the services of individuals outside of academic life have been enlisted: writers, artists, participants in government and the public sector, as well as experts from television, journalism, and film.

In a great variety of ways, these seminars attempt to realize the hope expressed at the time of the program's inception: that the residential colleges will help "to keep alive the dialogue between faculty and student body which alone can nourish a mutual respect for each other's interests and problems, which can reveal to the faculty the intimate concerns of the student, and to the student the relevance of his course of study."

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